

The Impact of Ostracism on the Psychological Health of Gifted Students in the South Region of Jordan

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Abstract

Ostracism is ultimately known as a communicative phenomenon. It makes individuals feel marginalized, rejected, ignored and neglected. It has an impact on psychological, social, and academic performance. Anyone can be refused on an individual or a group basis. Ostracism is utterly one of the social rejection forms. It is less obvious than bullying, as it threatens basic needs of humans; namely, (belonging, self-esteem, meaningful existence); however, it is extremely painful and causes social pain because it does not confirm the existence of the individual. Ostracism, during adolescence, can severely be destructive due to the urgent need for group affiliation. Gifted adolescents may face extra challenges of peer acceptance because of their high intelligence and asynchronous physical development. This research aims to capture the impact of ostracism on the psychological health of gifted students in the south region of Jordan. The research sample included 135 students from the seventh grade to the tenth grade, whose ages range from (12-16) years, and who were chosen using the simple random method. To achieve this research's objectives, the researcher used the ostracism scale developed by Gilman and his colleagues implemented the descriptive and survey approach. The results of the research reflected that the level of ostracism among the research sample was low, and there were no obvious differences, at the significance level of (≤ 0.05) in the students' mean scores on the ostracism scale attributed to the variables of gender and grade. According to the results obtained, the research recommends the necessity of uncovering the psychological problems of the gifted. It also recommends identifying those students who suffer from ostracism. Further, the research recommends preparing counselling programs for gifted students in raising their level of self-concept and understanding the nature of their personality and problems, as well as counselling programs for ordinary students concerning the acceptance of the gifted students and integrating them into the social framework.

Keywords: Ostracism • Psychological health • Gifted students

Introduction

Gifted students are distinguished from other peers by psychological, behavioural, and cognitive attributes that may be positive or negative, nonetheless, it is strange that the positive attributes of the gifted cause them to suffer psychological, emotional, and social problems. The gifted students face many problems that hinder one's growth and progress such as a lack of understanding of the family or the teaching or the societal environment to the nature of the gifted people. These problems may come from the gifted himself. The gifted child faces many behavioural problems such as pulling out or avoiding making social relationships with his colleagues. Moreover, these problems expose the capabilities of the gifted ones to deterioration, threaten their psychological compatibility, generate conflict and psychological tension within them may cause them to lose motivation and the sense of confidence and may deviate their distinct willingness and capabilities on the desired path to take a different path that has a negative impact on them and their society alike, which calls for their need for assistance and advising programs [1].

Gifted students are defined as students who demonstrate high academic and intellectual competence or who possess extraordinary talents. They have unique personalities, social as well as academic characteristics, ultimately distinguishing them from their peers who are non-gifted.

Rinn and Sword reported that gifted people have behavioural, cognitive, and personal attributes that distinguish them from others causing them to feel as if they are different from their peers, thus making them passionate, and affecting their social relationship with their peers [2,3].

Callahan et al. (2004) also emphasize the weakness in the skills of social adaptation of the gifted people, as it renders them lacking in adaptation and harmony [4]. Gifted people also have a sense of resentment. They do not accord with the ordinary people in their psychological abilities and the ordinary people do not get along with them in social and personal aspects. That is why gifted people feel alienated because of their different interests

and talents. As a result of this difference, gifted people are exposed to cynicism and negative emotions, leading them to feel lonely, isolated, and introverted because there are no people who share with them their concerns [3]. Further, this hampers their adaptation and social harmony, prevents them from making good relationships and friendships with others, exposes them to negligence and ostracism by their schoolmates, and prompts them to withdraw socially and feel psychologically lonely as a way to escape from confronting their peers and escape the ridicule to which they are subjected, particularly if these students are present in social situations that do not recognize such attributes and do not have requirements that take care of the gifted people [5,6].

The problems experienced by gifted students as identified by Jarawan are that gifted students feel different, they are not accepted by others, their colleagues bother them with too many questions and treat them ironically, the fear that accompanies their sense of the problems of the world, society, and their surroundings, and their inability to act or influence them [7]. Further, gifted students feel isolation, resistance to authoritarianism, low motivation, depression, lack of acceptance of criticism, and excessive anxiety.

Robinson added that the problem of the gifted students being misunderstood by their classmates is that their classmates make them feel that they are different which creates an inner feeling that something is wrong with them and that they are abnormal because the interests and tendencies of the gifted students are often different from those of non-gifted peers [8]. Gifted students are interested in reading books, inventions, discoveries, or playing a musical instrument and other activities that they prefer to spend time performing. Their peers' dissatisfaction in the class about the superiority of the gifted students in schoolwork makes them find it difficult to make good friendships. There is another problem facing gifted students, which is they often appear older than their real age and their maturity is clear, unlike their classmates, so they tend to form friendships with older people. In addition to the lack of adequate motivation and encouragement at home or school. Greene emphasized that gifted students suffer from

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psychological pressures which are strongly associated with ostracism and social denunciation from colleagues as well as peers [9].

Ostracism and social denunciation are particularly worrying for children as well as adolescents. This is because human beings need strong and close social relationships as well as affiliation to the strongest group during this part of their lives [10,11].

Ostracism is defined by Williams as the negligence or exclusion of an individual by others [12]. It symbolizes the lack of acceptance of the group, which makes young people feel lonely and alienated. Adults strongly need to feel positively accepted by their social members so as to live well psychologically and socially compatible lives [13]. Ostracism and denunciation are one of the most important adaptive problems that appear twice as often among gifted people than in ordinary students. A large proportion of gifted students has adaptive problems characterized by several aspects, including:

Psychological aspects

Young people demonstrate increased thoughts concerning suicide [14], depressed feelings anger, and aggression more than their peers [15,16].

Physical aspects

Ostracized adolescents always experience more disease than their peers[13].

Academic aspects

The effects of bullying on psychological health may appear in the form of rapid declining achievement scores and concealment of academic excellence and talent [17]. School dropout from [13], less and below the level, academic performance, poor academic achievement, and poor class participation [18]. As for social and emotional aspects, the ostracized youth may stop caring for his self-other relationships. He or she will also stop participation in social activities [19]. The social impacts of ostracism ultimately have negative affect on adolescents' relationships until adulthood, as they also suffer from social isolation, problems related to social skills, difficulties in family relationships, in addition to that the quality of life of gifted children is at a low level [20,21]. It was found that ostracism is closely and positively linked with feelings of depression, loneliness, and feelings of incompleteness. Ostracism also has harmful effects on psychological health over time. It also negatively affects the cognitive ability of children. An ostracized child may not be the only individual who suffers from the negative effects of his ostracism. Evidence indicates that ostracism can lead to a chain of reactions against society, and it can ultimately lead youth to fall into the world of drugs, crime, and violence [22,23]. Ostracized youth may be more susceptible to juvenile delinquency, such as theft, damage of property, alcohol as well as cigarette abuse [13].

Literature Review

In the light of the survey of relevant studies, some studies have been found. A study was conducted by Jurišević et al. 2019 to capture the attitudes and views of students, teachers as well as parents concerning gifted education as it is practiced in the upper secondary schools of Slovenia [24]. It consisted of 1,020 students who were selected from four selected upper secondary schools including 84 teachers and 306 parents. The respondents' attitudes were ultimately evaluated by means of what is known as the attitude survey of Gagne and Nadeau concerning gifted students as well as their education. Besides, to get a deeper knowledge of this idea, an open question concerning gifted education was ultimately asked. The study showed that the participants generally show either neutral or positive attitudes concerning gifted education. Truly, they expressed strong awareness of the special academic needs of gifted students as well as the concept of specific educational support. Moreover, the study indicated that 68% of the participating students clearly expressed their need for their connection to their peers. Using the comparative analysis, the study also reflected that attitudes concerning the extent of knowledge as

well as experience in the field which differed from one participant to another. The study, further, concluded that the qualitative analysis effectively and ultimately complemented the quantitative findings by ultimately addressing the principle of challenging instead of the principle of adding; hence suggesting that the great focus should primarily be on adapting the curricula.

Another study by González-Cabrera aimed at determining the dominance of cyber bullying [25]. It also attempted to capture the distribution cyber bullying in the different roles along with its strong connection with other psychological variables. A cross-sectional study was performed with 255 gifted students ($M=11.88$ years, $SD=2.28$ years) in Spain (155 males, 60.8%). The researchers used the test of cyber bullying as well as the Spanish versions of the DASS-21, ISEL, KIDSCREEN-10, and the SWLS. Besides, the results of the study indicated that 25.1% of the students are surely pure-cyber victims, 3.9% pure-cyber bullies, and 6.6% cyber bully-victims. Pure-cyber victims as well as cyber bully-victims reflect low scores at the level ($p<0.001$) concerning certain issues related to health, quality of life, depressed feelings, satisfaction, as well as stress than the uninvolved individuals. The study recommended that the gifted sample reflects more cyber victimization as well as less cyber bullying than it has been observed in other similar studies of the general population.

The study of Ogurlu and Sarıçam aimed to enrich the research database by creating a parallel between gender, victimization, bullying, submissive behaviour, as well as forgiveness concerning gifted as well as non-gifted students [26]. The study data is the result of applying the research tool on a number of 142 gifted as well as 142 non-gifted students of middle school in Turkey. Besides, the Submissive Acts Scale, along with Peer Bullying Scale-Child Form, as well as Trait Forgiveness Scale was ultimately administered for the collection of the data. The study findings indicated that there was an obvious difference between gifted and non-gifted students' peer bullying, submissive behaviour, victimization, as well as forgiveness levels. The study also revealed that the gifted males had reflected higher levels of peer bullying, whereas the gifted females ultimately had higher levels of peer victim than the gifted males. Further, their study showed that bullying was negatively correlated with victimization, forgiveness, and submissive behaviours. However, submissive behaviours were positively related to the peer victim and forgiveness among gifted students and victimization, submissive behaviours, and forgiveness were predictors of bullying among gifted students.

Sarıçam and Çetinkaya (2018) did a study that aimed at exploring the connection between bullying, victimization, and revenge among gifted students along with explaining whether, or in a sense, how they are ultimately affected by intellectual functioning as well as gender. The study sample consisted of 159 gifted and 159 non-gifted volunteer students from the secondary schools in Turkey. Furthermore, the Form of Peer Bullying Scale Child as well as Vengeance Scale (vs) was effectively used for data collection. In this context, Pearson product moment correlation analysis, Multivariate Analysis of Variance (MANOVA) and stepwise regression analysis were used to analyse the data collected. The study found that there is an obvious statistical difference between gifted and non-gifted students' peer in relation to bullying, victimization, and revenge levels. On one hand, the study found that revenge was positively related to bullying victims among all students. It also indicated that the mediator revenge partly clarifies the correlation between victimization and bullying. On the other hand, it showed that the victim gifted children have higher revenge levels than their normal counterparts. The study concluded that bullying is extremely related to revenge as it is the best way to deal with bullying. It also concluded that bullies could cause stress to all people around them, thus, creating an environment of fear as well as bullying not only in relation to their victims but in relation to their fellow students as well.

In their book section, Espelage and King claimed that school bullying is a matter of concern [27]. The book chapter defines bullying as well as giftedness, presents a review related to the few studies concerning this topic, and provides future interventions to prevent bully along with recommendations for further study. They presented several studies among of which two are of significance. The quantitative and qualitative studies

consisted of a sample of 432 eighth graders, having no control group. This obviously indicates that the findings should ultimately be viewed with caution. Moreover, in a recent survey, about 28% of 12 to 18-year-old school students reported that they suffered from school bullying. The survey, according to them, indicated that victimization was at its highest among the sixth graders with a percentage of (37%) compared to those of seventh or eighth grade students with percentages of (30% and 31%, respectively). This school bullying is high due to the fact that students at the sixth grade undergo a transitory stage from primary to middle school. It also showed that gifted youth are more exposed to risk in the sense that they are targets of bullying. They, further, claimed that the data collected showed that bullying's victims have negative effects on emotional, social, and academic development and physical health as the bullying victims every so often come across low self-esteem, depression, and social anxiety, which could ultimately contribute to academic as well as social difficulties. Moreover, the authors argued that between 1970 and 2014, almost 14 peer-reviewed articles along with 4 theses focused on aggression, victimization, or bullying among gifted or exceptional children. Moreover, less than 5 of these studies were conducted outside America. These studies suggest that gifted and non-gifted students are bullied and victimized equally but the former's experience is different.

In the PhD, dissertation of Erwin attempted to explain the giftedness victimization relationship by employing measurement as well as sampling that enrich the research database [28]. According to her, her first goal was ultimately related to assessing the victimization frequency among gifted youth as well as comparing them to the non-gifted counterparts. The second goal was to investigate whether victimization was more strongly tied to anxiety, self-worth, and depression among gifted youth compared to their non-gifted counterparts. The data were collected, using surveys, as part of the UCLA (MSD Project). It is actually a multisite longitudinal study applied to students of California middle school. They were selected from diverse ethnic as well as socioeconomic backgrounds. Besides, the analytical sample comprised 2,888 students enrolled in grade 6, where 50% of whom had ultimately been identified for the gifted as well as talented education, known as (GATE) programs. Moreover, the other half, 50% of the study sample, included non-GATE students. The respondents reported their personal experiences with victimization, their sense of self-perceptions, along with signs of depression as well as anxiety. Contrary to the hypotheses of the study, the study results showed that gifted students were ultimately victimized less than non-gifted counterparts. The exception was only for physical victimization. Victimization was utterly related to depressing signs for gifted students. However, the study indicated that, based on its results, there were no obvious significant differences on self-worth or anxiety measures.

The study of Ogurlu aimed at identifying the level of ostracism among gifted students, depending on gender and academic level variables [29]. It also aimed to verify the relationship between ostracism and the intelligence level. The study sample consisted of 94 talented intermediate stage students of grades (5-8) who went to the Enderun Talented Children Center. The Adolescent Ostracism Experiment Scale and the Wechsler Child Intelligence Scale has been used as tools for data collection. The results reflected that there were no differences in the level of ostracism among students according to gender variable, but there were differences in the level of social ostracism among students according to the school-level variable, which was higher for the eighth-grade students than for the sixth and seventh-grade students. Further, the results reflected that the relationship between the level of intelligence and ostracism was positive.

Al-Smadi and Al-Ghazo did a study that aimed to investigate the impact of the enrolment of gifted students in King Abdullah II Schools for Excellence on social adaptation [30]. The study sample included 160 students, 80 male as well as female students from King Abdullah II Schools for Excellence and 80 male and female distinguished students in regular schools who were chosen randomly. The study applied the social adaptation scale. Its results indicated that there were no obvious differences between the means of the enrolled and unenrolled groups of students in King Abdullah II Schools for

Excellence on the total score of the scale. They also reflected that there were obvious differences between the seventh grade and the eleventh-grade students in favor of the eleventh-grade enrolled students, and there were no obvious differences related to the gender variable, and that there were no obvious differences related to the variable of the interaction between group, class, and gender among the gifted students.

Al-Lalla and Al-Lalla did a study that aimed to capture the psychological, educational, and social problems facing gifted students in Saudi Arabia from the point of view of their teachers [30]. The study sample comprised 221 teachers enrolled in the Directorate of Gifted and Talented Education in the Ministry of Education in Riyadh. The results related to psychological problems showed that there were problems of feeling sensitive to criticism directed at these students and that they had morale volatility. As for the educational problems, there was a lack of rewards, encouragement, and support from the school, a lack of suitable and appropriate curricula for these students, and the failure of some teachers to understand their attributes were among the problems that the gifted students suffer from. The results also showed social problems represented in the exaggerated concerns for the general appearance and dressing, the students' exposure to harassment, ridicule, and criticism of their peers, their inability to tell their parents about their problems, and that their main focus was to satisfy others.

Parker Peters did a study on bullying as well as victimization rates on 90 gifted as well as nongifted, high-achievers' students at high schools [31]. The study tool they used was the Reynolds Bully Victimization Scale (BVS). The mean scores of the study reflect that the gifted high-achievers' students at high schools bully others. Moreover, they are victimized by others based on scores of BVS. The study pointed out that the bullying as well as victimization rates were not significantly different among the study sample. The study, based on the results, did not provide any real support for social intrusions for gifted students; rather it suggested that gifted programs could continue to primarily focus on promoting advanced intellectual endeavours. However, the study claimed that individual gifted students could ultimately need targeted intrusions focused on the notion of reducing bullying as well as victimization.

Vialle did a study that aimed at examining the relationship between personal factors, educational achievement, social support, and emotional happiness of 65 gifted teenagers in secondary schools [32]. They were selected out of 950 students, and the results reflected that gifted students showed higher statistically significant results in all areas of academic achievement, except geography and physical education. Teachers also pointed out that gifted students were more adapted, had behavioural problems, and were less emotional than non-gifted peers. Moreover, gifted and talented students said that they were saddened, more dissatisfied with the social support given to them than their non-gifted and talented peers.

A retrospective national study was carried out by Peterson and Ray consisted of 432 gifted eighth graders which aimed at exploring the predominance and impacts of being bullied and being a bully [33]. This study offers parents, school staffs, and counsellors with helpful data that can ultimately be used when promoting for the safety as well as the well-being of gifted students. Besides, the study found that there were no obvious differences related to city size, race or ethnicity or geographical region concerning the concept of being bullied or being a bully. It also pointed out that 67% of all the survey participants had personally experienced, at least 1 of 13 kinds of bullying, of which more in grade 6 than in other grades, and 11% suffered of the repeated bullying. The study revealed that appearance and name-calling were ultimately the most frequent kinds of bullying. Among the eight-graders, 16% were bullies, while 29% had obviously violent thoughts. Moreover, in all grade levels, a greater percentage of males than females were bullied. They were ultimately bullied more than 10 times.

Furthermore, the study of Bain and Bell aimed to investigate the concept of social self and the relationships of gifted students with their peers [34]. The study was conducted in the United States of America, and the study sample consisted of fourth, fifth and sixth grades students, who

were ultimately divided, on a random basis, into two groups, the first group of students included the non-gifted and the second group included the gifted students. The results showed higher rates of social interaction for the group of gifted students compared to the group of non-gifted students.

Similarly, the study of Al-Aweidah aimed to capture the adaptive reality of gifted students at the Jubilee School in Jordan [35]. The study sample included 15 gifted students from the ninth, tenth, and eleventh grades. Besides, the researcher used the method of organized interviews to collect data. The results, moreover, indicated that the adaptation difficulties of the gifted students were in five areas: academic achievement, emotional, social, behavioural, and professional aspects.

Another study was conducted by Mansi aimed at identifying the most important psychological health problems that intermediate school students of high creative capacity suffer from [36]. The study sample included 500 male as well as female middle school students in Alexandria (250 male and 250 female students) whose ages ranged between (12-14) years. The researcher used the Creative Aptitude Test and applied the list of problems to middle school students. The results concluded that creative students have special problems (such as isolation, inwardness, distraction, unpopular and unacceptable opinions, feeling frustrated when failing, scepticism and confusion, and lack of trust in others). The particular problems of the female gifted students were shyness, feelings of distress when not being superior to others, distraction, feeling jealousy, and the inability to occupy leisure time. The common problems between the two genders were: a sense of shyness and the desire for isolation and distraction. Furthermore, the results indicated that the most creative students of both genders had fewer problems than their less creative peers and that there were no obvious differences related to psychological health problems between the most creative male and female students.

Tannenbaum, as cited in Attar argued that among the problems experienced by talented students were the appearance of negative behaviour, negligence in performing duties, escaping, or leaving school once and for all, and the unwillingness to complete school [37]. In this case, the inner sense of the talented and gifted students is either driven to high academic achievement or vice versa. The teacher is one of the factors affecting the low academic achievement of these students. The teacher may treat the questions of such students ironically and may call them with some traits that make other students laugh at them and make them feel embarrassed.

Bickley also did a study that aimed at knowing the social and emotional adaptation skills and academic achievement of gifted children in the United States of America [38]. The study sample included 12 male as well as female gifted children whose ages ranged from 15 to 16 years. Six psychological common attributes that gifted children have and four personality attributes (excessiveness of emotions, hypersensitivity, the strength of will, and a tendency to self-introversion) were examined. The results indicated that there were problems in social deficiency, that there was a need for these children to be supported and provided with protection and guidance, cooperation between parents and school workers, communication with peers, a suitable environment, and the social activity of the family.

Statement of the problem

Outstanding students are characterized by special characteristics, compared to their non-gifted counterparts, such as sensitivity and excessive emotion. These characteristics have imposed special pressures on them, resulting from their unlimited ambition, parents and school expectations of them, in addition to the lack of satisfaction of their desires. Peer relationships may impose on them a sense of difference. This feeling is exacerbated by the negative perception of their ordinary peers and the constant criticism, which the outstanding students may interpret as a kind of negative difference, which affects their school adaptation, so they resort to social isolation and the practice of negative activities.

The research problem is confined to the researcher's observations and experiences in dealing with this group in schools that sponsor gifted students. As the researcher noticed that gifted students face many

challenges and problems that may cause them to have psychological and social maladaptation, and constant emotional suffering because of disparities in emotional and cognitive development, which may cause them to have many adaptation problems, in particular, and in the emotional, social, familial, and academic aspects, in general [39]. Further, they show feelings of anxiety, sadness, and isolation, and they are more sensitive to social needs than other ordinary students. This is an inevitable consequence of psychological and social pressure from parents, peers, and society as they receive less guidance [31].

After examining the theoretical literature and identifying the concerns of the parties involved in caring for gifted students, it was found that there is a lack of studies and data that deal with the problems of gifted students in schools from the decision-makers and the bodies that provide care for them. It was also found that few specialized programs protect them or handle what they suffer from since those who are concerned with caring for gifted students have no accurate and documented information on the needs of the gifted people. The studies neglected the gifted students of King Abdullah II Schools for Excellence. Studies have also neglected the attitudes and experiences to which gifted students are exposed and which may affect their academic adaptation, hence this research stemmed to answer the main question: What is the impact of ostracism on the psychological health of gifted students in King Abdullah II Schools for Excellence in Tafila Governorate, and its relationship to gender and grade variables?

The main research question leads to the following:

What is the impact of ostracism on the psychological health of gifted students in the southern region of Jordan?

This question is branching into the following questions:

1. Are there obvious differences at ($\alpha=0.05$) in the mean scores of gifted students on the social ostracism scale attributed to the gender variable?
2. Are there obvious differences at ($\alpha=0.05$) in the mean scores of gifted students on the social ostracism scale attributed to the grade variable?
3. Open-ended question, "Do you have any similar situations where you were ostracized by your colleagues that could be added?"

Materials and Methods

Objectives

- This research seeks to achieve a set of objectives that can be summarized as follows:
 - Identifying the level of social ostracism among gifted students in the southern region of Jordan.
 - Identifying the differences in the level of social ostracism related to gifted students attributed to gender as well as grade variables.
 - Identifying the situations of social ostracism that students are exposed to and that were not mentioned in the research instrument.

Significance

The present research has several matters emphasizing its significance, and can be summarized as follows:

Theoretical significance: Underlining one of the psychological problems experienced by gifted students and drawing the attention of decision-makers and stakeholders to reduce this suffering through the provision of special education programs. Providing factual information that will help to build and preparing guiding plans to be followed in their school as well as social life to ensure their success and excellence.

Practical significance: The practical significance of the research lies in providing a new instrument for measuring social ostracism to gather information related to the problems of gifted students and enabling researchers to benefit from this instrument in their work and research.

Methodology

The researcher used the descriptive and the survey approaches as they fit the study questions that aim to identify the level of social ostracism of gifted students based on the variables of gender as well as grade.

Population: The research population included 240 gifted male as well as female students enrolled in the seventh to the tenth grades at King Abdullah II School for Excellence, at the Directorate of Education, Tafila governorate in Jordan, which is a school that works to nurture the gifted students, to provide the appropriate environment for them, and to provide a full-time daily enrichment educational program in which the creative students receive special care for their talents and potentials. It opens the way for the gifted students and provides them with the capabilities for development, innovation, and creativity within an appropriate educational environment. King Abdullah II School for Excellence seeks to provide specialized educational academic services to distinguished and gifted students that meet their different needs, to develop the school and classroom environment to achieve development for talent and creativity among students, and to invest their energies and potentials. Students are admitted and selected in this school based on a set of criteria, as 5% of students with the highest grades in the sixth grade are nominated from all the governorate schools. Then, they take a psychological capacity test supervised and implemented by the Ministry of Education where students who have scored the scores are admitted in the schools and in light of the school capacity.

Sample: The research sample consisted of 135 gifted students who were selected by the simple random method from the seventh to the tenth grades as shown in Table 1.

Table 1. Distribution of the study sample according to the grade as well as gender variables.

Grade	Males	Females
Seventh grade	15	15
Eighth grade	26	13
Ninth grade	23	13
Tenth grade	14	16
Total	78	57
	135	

Tool

The (OES-A), which was ultimately developed by Carter-Sowell, Gilman, DeWall, Adams, and Carboni (2013), was used to measure the individual's perceptions of social ostracism, which was translated by the researcher for this study's purposes. The scale consists of 12 items, not specific to anyone and distributed in two domains: the first 'negligence' and consists of 6 items, and the second 'social ostracism' which consists of 6 items. The scale also contains an open-end question about other aspects of ostracism that the gifted student feels experiences from his peers. Each item of the scale corresponds to a list bearing the following expressions: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1), according to Likert's five-point scale. Higher scores on the scale reflect higher levels of an individual's perception of ostracism.

The validity and reliability of the research instrument

Apparent validity: After translating the research instrument, the researcher presented it in its preliminary form, consisting of 12 items, to five arbitrators, PhD holders and teaching staff specialized in psychological counselling, psychology, and special education at Tafila Technical University and Al-Hussein Bin Talal University—to express their observations about the degree of clarity, wordings, and appropriateness of the items to the proposed domains. And after collecting the research tool and reviewing the suggestions—proposed by the arbitrators—that include the rewording of some of the items, the items were reworded based on the agreement of three or more arbitrators. The final design of the research instrument was approved to keep the whole scale of 12 items according to Likert's five-point type scale, where the scores ranged between strongly agree of (5) to strongly disagree of (1).

Internal consistency validity: The validity of the research tool was verified using the internal consistency validity by calculating the Pearson Correlation Coefficient between the score of the items and the degree on the domain to which it belongs on a survey sample of 30 students who were randomly selected outside the study sample. Table 2 shows the internal consistency validity coefficients.

Table 2. Internal consistency validity coefficients of the research tool.

Item	Correlation coefficient	Item	Correlation coefficient
1	0.736 ^{**}	7	0.457 [*]
2	0.671 ^{**}	8	0.423 [*]
3	0.630 ^{**}	9	0.418 [*]
4	0.381 [*]	10	0.696 ^{**}
5	0.700 ^{**}	11	0.653 ^{**}
6	0.450 [*]	12	0.612 ^{**}

^{*}Significant at the level of 0.05; ^{**}Significant at the level of 0.01

The reliability of the research tool

The reliability of the research tool was effectively verified using the Cronbach Alpha formula for internal consistency. The reliability coefficient was 0.91, which is suitable for such a study.

The criterion for determining the means the degree of approval was divided into 3 levels:

- Low level if the means range from 1-2.33.
- Average level if the means range from 2.34-3.67.
- High level if the means range between (5-3.68).

Procedures

➤ Obtaining official approval from the Directorate of Education at Tafila Governorate to apply the research.

➤ The social ostracism scale was distributed to the students of King Abdullah II School for Excellence in their classes and within their regular class groups, where the students answered the scale in light of the instructions to apply the social ostracism scale.

➤ The purpose of this study has been explained to the students, which is to identify the level of social ostracism, as part of a scientific research in order to plan optimal academic and extension programs.

➤ The researcher emphasized the confidentiality of information and cooperation by giving honest and accurate information.

➤ The test application time ranged between 10 to 20 minutes, under the direct supervision of the researcher, and with the assistance of the educational counsellors.

➤ After completing the data collection, it was analysed using the SPSS software, and then the results were presented and discussed.

➤ Providing recommendations and proposals.

Results and Discussion

The present research aimed to identify the level of social ostracism among gifted students based on the variables of gender and grade. The following are the results of the research and the answers to the questions it raised: First, the results related to the 1st question: What is the level of social ostracism among gifted students in Southern Region of Jordan?

To answer, the means as well as standard deviations were ultimately calculated for the items of the social ostracism scale, and Table 3 shows:

It is noticed from Table 3 that the level of social ostracism of gifted students was low with a mean of (1.81) and a standard deviation of (0.81). Item (8) ranked first with a low level and a mean of (2.12) and a standard deviation of (1.40), as well item (5) ranked last, with a low level and a mean of (1.54) and a standard deviation of (0.93).

Table 3. The means and standard deviations of the items of the social ostracism scale.

SI No.	Item	Mean	Standard Deviation SD	Rank	Level
1	Treated me as I am invisible.	2.05	1.18	2	Low
2	They look at me as if I do not exist.	1.82	1.1	7	Low
3	They ignore to respond to my greetings when I pass by them.	1.61	0.97	10	Low
4	They ignore my words and do not listen to me during discussions.	1.88	1.12	5	Low
5	They leave the place when I get in.	1.54	0.93	12	Low
6	They turn their backs on me when we are in the same place.	1.61	1.02	11	Low
7	They spread rumours about me.	1.98	1.29	3	Low
8	They do not phone me.	2.12	1.4	1	Low
9	They do not answer my calls when I call them.	1.64	1.07	9	Low
10	They consider me as an obstacle in their way.	1.67	1.03	8	Low
11	They keep me away from participating in the activities they did.	1.87	1.28	6	Low
12	They avoid coming to my house to spend some time with me.	1.93	1.28	4	Low
	Total Degree	1.81	0.81	-	Low

This can be explained as a result of the positive experiences that students acquire at King Abdullah II School for excellence on the personal and social level and as a result of the cooperation between the school and the students' parents. In addition to the programs offered to students interested in cognitive, emotional, and social aspects, and enrichment materials that suit their needs, and support their talents and distinction which contributes to improving psychological and social adjustment. Furthermore, this could be attributed to the schools' ability to provide the requirements of gifted students, which the researcher believes suits the level of talents and special abilities that they are distinguished by, and which positively affects the development of their talents and abilities. In addition to the necessary qualitative or quantitative support and guidance that they receive in the school, the presence of appropriate support and guidance helps the student to achieve academic, psychological, and social adjustment.

In addition to the problem of being misunderstood by their peers, as their friends feel that they are different from them, which forms an inner feeling that something is wrong with them and that they are not normal. This is because it is most likely that the interests of gifted students differ from other peers as they care for reading, inventions, or playing a musical instrument and other activities that prefer to spend time in its performance. Another fact is that the negative perception of the gifted students by their colleagues who refuse to talk to them, give them some inappropriate qualities, and refuses to play with them because they feel jealousy of the gifted students. Thus, this causes some problems that may make the gifted students to shun themselves from the group, which is essential in developing social interaction and increasing self-confidence. Teachers seek to involve gifted students into extracurricular social activities with other students, which decrease the gap between the gifted students and their colleagues. Thus, it leads to their acceptance and interaction with the surrounding community.

Further, the level of social ostracism of the gifted students was low due to the increase in parents' awareness of the characteristics of their gifted children, in addition to the qualification of teachers working in King Abdullah II Schools for Excellence and their preparation on how to interact and deal with students in general and with the gifted students in particular. In addition, this category of the gifted students is enrolled in specialized schools taking care of talented students, who were selected according to professional standards and principles, which led to a convergence in the students' cognitive, psychological, emotional, and academic abilities. The results of this study accord with those of the study of Mansi which indicated that the most creative students of both genders had fewer problems than their less creative peers. In the same vein, the results of the present study concord with the result of the study of Al-Lalla and Al-Lalla which showed that concerning the psychological problems, gifted students experienced problems of feeling sensitive to criticism directed at them and their morale vacillated between high and low. As for the social problems, there were problems which gifted students experienced represented in harassment

from their peers that were sometimes accompanied with sarcasm, a lot of questions and criticism, and their inability to tell their parents about their problems, and that their main concern was to satisfy others. Therefore, one of the most common problems that these gifted students suffer from was social problems.

Similarly, the results of this study, concur with the result of the study of which showed that the participants generally show either neutral or positive attitudes concerning gifted education. Besides, they clearly expressed their strong awareness of gifted students' special academic needs as well as the meaningfulness of specific educational support. And the study indicated that 68% of the participating students clearly expressed that there is a strong need for the relatedness to their peers. As well as, the results concord with those of González-Cabrera, this indicated that 25.1% of the students are pure-cyber victims.

In addition, the results accord with those of the study of Espelage and King which indicated that about 28% of 12-to 18-year-old school students reported that they suffered from school bullying [27]. Besides, they concord with the study of Erwin, which showed that gifted students were victimized significantly less than non-gifted counterparts for almost every form of victimization, and with the study of Peters and Bain, which indicated that the gifted students at high schools bully others. According to the result of the study, the teachers pointed out that gifted students were more adapted, the thing that the results of this study concord with [32,34]. This study's results, further, accord with Bain and Ball (2004) showed higher rates of social interaction for the group of gifted students, paralleled to the group of non-gifted students. The results of this study also concord with those of Mansi's, which found that there are common problems between the two genders: a sense of shyness, a desire for isolation, and distraction. They also indicated that the most creative students of both genders had fewer problems than their less creative peers.

Similarly, the results of the present study concur with, which indicated that teacher is one of the factors impacting the low academic achievement of these students. The teacher may meet the questions asked of them with sarcasm and may describe them with traits that make other students laugh at them and make them feel embarrassed. Likewise, the results of this study concur with those of Bickley's study which aimed to identify the social and emotional adaptation skills and academic achievement of gifted children in the United States of America. Bickley's results indicated that there were problems in social deficiency. Unlike the results of Al-Smadi and Al-Ghazo which indicated that there were no obvious differences between the means of the enrolled and unenrolled groups of students in King Abdullah II Schools for Excellence on the total score of the social adaptation scale [40]. Moreover, the results of this study differed from the results of the study of which showed that, as indicated by the teachers, gifted students are more adaptive and have less behavioural and emotional problems than their non-gifted peers [32]. Likewise, this study differed in its results with those of

the study of Sariçam and Çetinkay, which showed that the victim gifted children, in fact, have ultimately higher revenge levels than their normal counterparts. It also concluded that bullies could cause stress to all people around them, thus, creating an environment of fear as well as bullying.

In the same vein, the results differ from those of Peterson and Ray, who pointed out that 67% of all the survey participants, had personally experienced 1 of 13 kinds of bullying [33]. Similarly, they differ from those of the study of Al-Aweidah, which indicated that the adaptation difficulties of the gifted students were in five areas: academic achievement, emotional, social, behavioural, and professional aspects [35]. Furthermore, this study disagrees with the results of the study conducted by Tannenbaum which argued that among the problems experienced by talented students was the appearance of negative behaviour, escaping, or leaving school once and for all, the teacher is one of the factors affecting the low academic achievement of these students. The teacher may treat the questions of such students ironically and may call them with some traits that make other students laugh at them and make them feel embarrassed. As mentioned above, the results disagree with those of the study conducted by Bickley which indicated that there were problems in social deficiency. The results related to the first sub-question (1a): Are there obvious differences at ($\alpha=0.05$) in the mean scores of gifted students on the social ostracism scale attributed to gender variable? To answer it, the independent samples T-test was ultimately used to indicate the differences related to the mean scores of students on the social ostracism scale according to the gender variable. This is represented in Table 4.

Table 4 obviously reflects that there are no obvious differences at ($\alpha=0.05$) in the mean scores of students on the social ostracism scale related to the variable of gender, where the calculated t-value equals to (-0.070) and the level of its significance is actually greater than (0.05) and equal to (0.944). This could be attributed to the nature of the developmental stage in which they share its characteristics and problems, and to their exposure to the same curriculum, academic activities, and the same school conditions experienced. It may also be attributed to the similarity of the social conditions such as the ways of upbringing males and females, and the common traits of the families of the study sample who live in stabilized, loving, and supportive family environments that make them less affected by the negative consequences of social ostracism. Moreover, this could be linked to the notion that students of both genders are subjected to joint educational and enrichment services which reduce the differences between them, and this is consistent with the findings of the study of Ogurlu, which

found that there were no differences in the level of social ostracism among students related to the variable of gender [29].

The results also concur with those of Al-Smadi and Al-Ghazo which reflected that there were no obvious differences related to the gender variable among the gifted students. In the same note, the results concur with those of Mansi [36] which concluded that there were no obvious differences concerning psychological health problems between the most creative male and female students [40]. The findings differ from the results of the study that was conducted by Peterson and Ray et al. [33] which found that in all grade levels, a greater percentage related to males than females were ultimately bullied, males were bullied more than 10 times. Besides, the result of the study of revealed that the gifted males had ultimately higher peer bullying levels, whereas the gifted females had higher peer victim levels than the gifted males [29]. The results related to the second sub-question (1b): Are there obvious differences at ($\alpha=0.05$) in the mean scores of gifted students on the social ostracism scale attributed to the grade variable?. To answer the question, One-way ANOVA variance analysis was effectively used to identify the differences related to the mean scores of students on the social ostracism scale according to the grade level, as shown in Table 5 below.

Table 5, truly reflect that there are no obvious differences at ($\alpha=0.05$) in the mean scores of students on the social ostracism scale attributed to the grade level where the p-value equals (0.364) with the level of significance of (0.779) which is greater than (0.05). This could be attributed to the accumulated academic achievement, the increase in the level of ambition, and the competitive tendency among them in the same class, which led them to being subjected to social ostracism, regardless of their academic grades. Further, it could be due to the interest of specialists in providing counseling, care, advice, and assistance services to all gifted students regardless of their age stages. Moreover, it may be due to the fact that the class does not affect the type of counseling services provided to gifted students. The findings, further, differ from the results of the study of Espelage and King which indicated that victimization was at its highest among the sixth graders compared to those of seventh or eighth grade students [27]. Moreover, the findings of the current study disagree with those of Ogurlu's study which found also that there were differences in the level of social ostracism among students according to the academic level which was higher in the eighth grade than in the sixth and the seventh grades. Similarly, the results concur with those of which indicated obvious differences between the seventh grade and eleventh-grade students in favour of the enrolled eleventh-grade students [40].

Table 4. Independent samples T-test to indicate the differences between the mean scores related to students on the social ostracism scale as per the gender variable.

Variable	Number	Mean	Standard deviation	Degrees of freedom	T-value	Significance	15
Gender	Male	78	1.81	0.84	133	-0.07	0.944
	Female	57	1.82	0.77			

Table 5. One-way ANOVA analysis of variance for the significance of the differences between the mean scores of students on the social ostracism scale according to the grade level.

Grade	Number	Mean	Standard deviation	Source of variance	Sum of f squares	Degrees of freedom	Squares' mean	p-value	Level of significance
Seventh	30	1.69	0.7	Between groups	0.729	3	0.243	0.364	0.779
Eighth	39	1.84	0.77	Error	87.5	131	0.668		
Ninth	36	1.9	1.01	Total	531.951	135			
Tenth	30	1.79	0.71	Total corrected	88.229	134			

Second question: As for the open-ended question, "Do you have any similar situations where you were ostracized by your colleagues that could be added?", and after counting the students' responses, they were arranged according to the frequency percentages as shown in Table 6. It shows that the situation of "They hate me" is the most frequent with (10) recurrences and a frequency rate of (25.64), followed by "They do not respect me" with (8) recurrences and a frequency rate of (20.51) and that the least frequent situation is "They make fun of me" with (2) recurrences and a frequency rate of (05.12). The reason may be due to the ordinary students' jealousy of the gifted because of the high academic achievement of the latter as well as for their proficiency in understanding difficult issues, continuous preparation, asking various questions, involving in discussions with teachers in the school curriculum, and requesting to enrich their knowledge with information that mimics their higher psychological abilities, as well as obtaining high scores in academic tests and psychological abilities; thus, making them exposed to hatred and disrespect. First, the study sample: The application of the present research was limited to 135 male and female students which could limit the generalization of the results. Second, the results of this study depended on a self-answered scale which mainly depends on the students' own perceptions and may lead to more positive responses than negative responses (self-bias). In addition, if data could be obtained from other sources, such as teachers, parents, and peers, qualitative measures, such as observation and interviews, would also enhance the results of the study. Furthermore, the gifted students in the study were selected from a school for the gifted students whose numbers is limited. Therefore, other gifted students who do not receive any special help or support programs should be examined. In addition, including a similar group, such as non-gifted students would enrich the understanding of ostracism among the gifted students which is recommended for future research as well since students give different responses to ostracism, another study might focus on gifted students' responses to ostracism.

Table 6. Frequency percentages of ostracism situations that gifted students face.

Situation	Frequency	Frequency percentage
They hate me	10	0.2564
They do not respect me	8	0.2051
They raise their voices when I answer the question	7	0.1794
They ignore my words	5	0.1282
They cause me stress	4	0.1025
They criticize my appearance	3	0.0769
They make fun of me	2	0.0512
Total	39	1

Conclusion

The level of social ostracism among the gifted in King Abdullah Schools for Excellence was low. There are no obvious differences in the level of ostracism due to the gender and class variables. The gifted students sometimes suffer from ostracism and colleagues' bullying in terms of hatred, ridicule, and non-constructive criticism.

Recommendations

- Spreading community and student awareness of the gifted students' characteristics, their psychological and social characteristics, their counseling and psychological needs, and their problems.
- Conducting future studies on social ostracism and its relationship with personal, cultural, social, and academic variables.
- The impact of ostracism could be harmful to its victims. Therefore, schools should focus on building counseling programs related to gifted students in raising the level of their self-concept and understanding the nature of their personality and problems, as well as counseling programs for the ordinary students about accepting the gifted and integrating them into their social framework.

- Uncovering the psychological problems of the gifted, identifying those students who suffer from ostracism, taking preventive measures against the ostracism of gifted students, and helping them through dialogue with parents, teachers, or counselors.
- Taking into consideration the social and emotional needs in this critical adolescence period, and taking care not to expose students to psychological and social pressures.
- The study recommends conducting qualitative studies on gifted students and their parents to determine the aspects and causes related to social ostracism.
- Conducting more studies that focus on training gifted students in coping skills, strategies, emotional and social skills.

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